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ABSTRACT

This paper describes the development, production, and delivery of a live, interactive telecourse in effective study techniques that is targeted toward individuals contemplating returning to formal education after a prolonged absence. The course, which deals with such topics as hearing and listening, reading, remembering, notetaking, and mind mapping and the Buzan Organic Study Method, consists of 13 episodes, each of which includes an introduction, recap of the previous episode, statement of objectives, phone-in segment, and wrap-up. After a discussion of how the course came to be developed, a synopsis of the course's 13 episodes is provided. Examined next are the various procedures involved in the following phases of developing a live, interactive telecourse: research and conceptualization, development of a format, script preparation, live studio presentation, and evaluation. Data concerning the gender and age breakdowns of those individuals who were enrolled in the course between September 1985 and April 1986 are presented together with the results of evaluations returned by 41 of the 352 students who took the course. The paper concludes with recommendations for dealing with budgetary and time constraints when developing a telecourse. Appendixes to the paper include blank script forms, scripts from the first two segments of the course, and a copy of the student evaluation questionnaire along with responses to it. (MN)

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NORTH ISLAND COLLEGE

LIVING WITH LIVE T.V. : EFFECTIVE STUDY TECHNIQUES ON THE KNOWLEDGE NETWORK

A PAPER PRESENTED TO THE PACE/NWAEA CONFERENCE, MAY, 1986

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ROGER ALBERT

NORTH ISLAND COLLEGE

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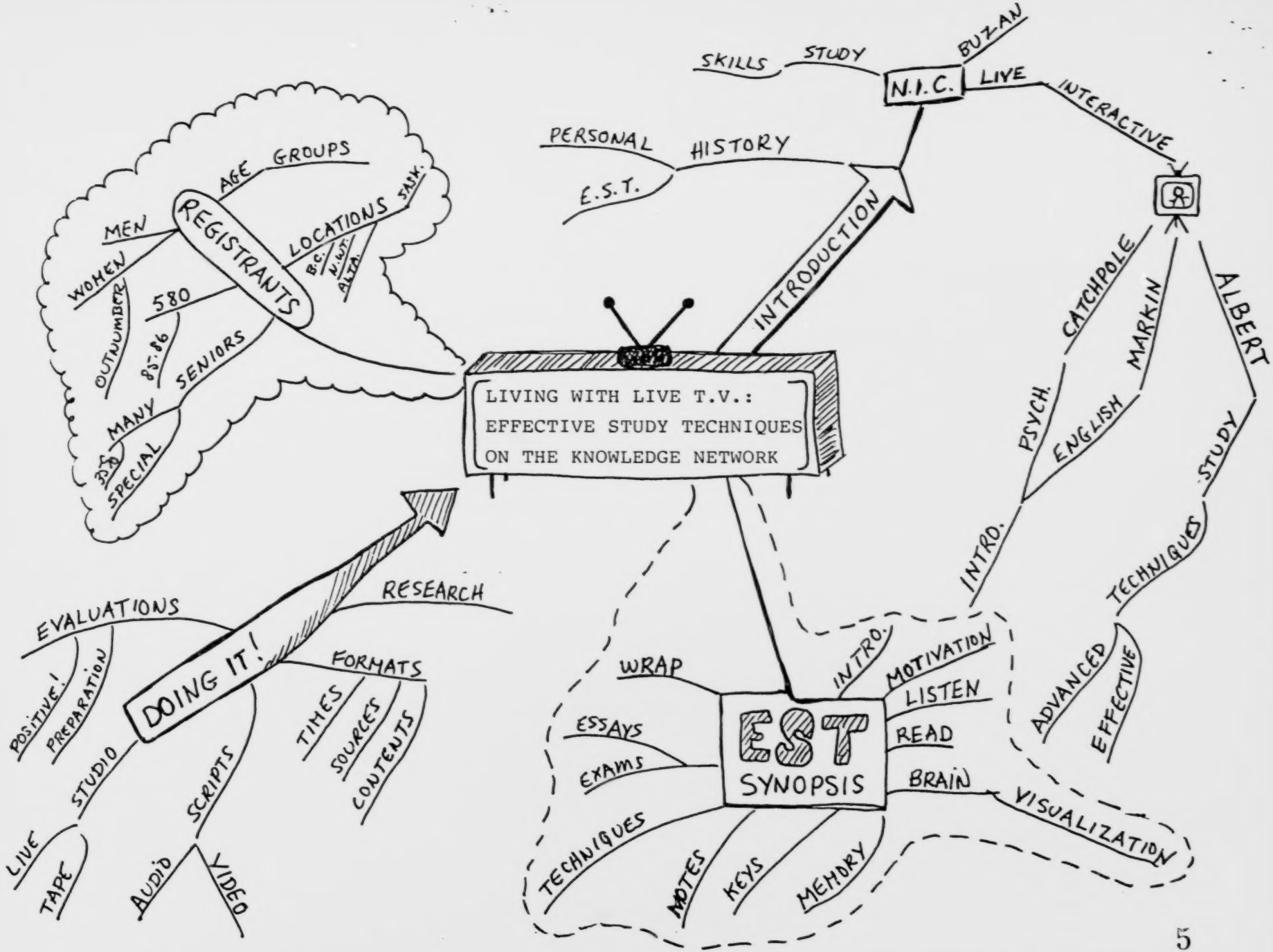
ABSTRACT

This paper describes the development, production and delivery of the North Island College live-inter-active telecourse on the Knowledge Network, Effective Study Techniques. The challenging and exciting process of writing, producing and delivering this telecourse on live T.V. is highlighted. Enrollment figures are provided along with a description of the student population. Student evaluations of the telecourse are included and suggest, along with enrollment data, that we are successfully reaching our target population, that is, those individuals who are contemplating a return to formal education after a prolonged absence and who need to brush up on their study skills.

The course contents are discussed, particularly the most innovative elements such as mind mapping, a new note making technique, in relation to their applicability to all areas of adult education. Suggestions for live-interactive television production in education are proposed and discussed.


LIVING WITH LIVE T.V.:
EFFECTIVE STUDY TECHNIQUES
ON THE KNOWLEDGE NETWORK
INTRODUCTION
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E.S.T.
SKILLS STUDY
BUZAN
N.I.C.
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INTERACTIVE
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AGE GROUPS
MEN
WOMEN
LOCATIONS
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OUTNUMBER
580
85-86
SENIORS
MANY
35%
SPECIAL
DOING IT!
RESEARCH
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STUDY
TECHNIQUES
ADVANCED
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INTRODUCTION

In the spring of 1985 Dennis Wing, the principal of North Island College invited me to produce and instruct a study skills course on the Knowledge Network. I presume he chose me because of my commitment to helping people learn effective study skills and because of my limited experience with live television with the local cable station in the Comox Valley and Radio-Canada in Vancouver. In any case, I jumped at the opportunity.

North Island College has had a strong commitment to study skills since its inception ten years ago. Early in its development, the College chose Tony Buzan's book Use Your Head as the basis of its study skills program. Buzan encourages people to take control of their own educational development and *learn how to learn* before jumping into the often discouraging world of public education. The College's adoption of Buzan's techniques was a major consideration when I applied for, and received, a position as tutor-instructor at the College in the Fall of 1983.

I was introduced to Buzan's methods at a weekend workshop in Vancouver in March of 1980. I was floundering trying to complete a Master's degree in Sociology at Simon Fraser University when I clearly realized the need for better study and organizational techniques. I no longer felt that I had control of my topic and the large amount of material I had compiled to write my thesis.

I asked some of my colleagues at Douglas College, where I was a part-time instructor, if they knew where I might get some help. This was somewhat embarassing for me because I had been studying for over ten years at colleges and universities, and had been a part-time instructor for four years.
But I was desperate; I had been working at my thesis for four years and needed to complete soon. One of them suggested a workshop being offered by Tony Buzan's associate, Ray Jackson. I registered immediately.

The workshop proved extremely productive. After completing it I reorganized my thesis materials, edited and re-wrote large sections, reduced it considerably in length and defended it, with only minor corrections, within four months. Since then I have been a strong advocate of Buzan's techniques and have conducted workshops, courses and seminars based on his techniques and others I have incorporated along the way. Since my arrival at North Island College I have been responsible for the study skills program.

Part of the College's strong commitment to study skills lies in the nature of our student body and the location of the College. Many of our students are returning to study after a relatively long absence and need a refresher course in study skills before pursuing further educational goals. Many live in

isolated areas with little access to services readily available elsewhere. In fact, the College is spread all over the Northern part of Vancouver Island and the Central Coast neccesitating a decentralized approach to course delivery. Our "open" registration system allows students to register for a course when they chose and work with a course "package" in the distance education format except that most of our students have access to a local tutor and all have telephone access to a course tutor at the College.

Because of the College's location and the nature of our student body, the College has, since the beginning, employed audio-visual resources to reach the maximum number of students and provide them with good quality instruction. It's within this framework that the College has produced Knowledge Network telecourses for the past six years.

Beginning with an Introductory Psychology telecourse produced and instructed by Michael Catchpole and first aired six years ago, North Island College is now offering four telecourses on K.N.O.W. in the fall of 1987. Michael Catchpole is still producing his Introductory Psychology Telecourse but he has now been joined by Allan Markin who produces an Introductory English course and myself. I offer Effective Study Techniques, and now Advanced Study Techniques. This paper discusses only Effective

Study Techniques, mainly because the advanced course is still in preparation.

The remainder of this essay consists of: 1) an outline of Effective Study Techniques, 2) a section dealing with the actual production procedures, 3) a basic description of the E.S.T. registrants for the Fall, 1985 and Spring, 1986 terms, and 4) conclusions, including recommendations to those interested in pursuing television, especially live television, as a pedagogical tool.

EFFECTIVE STUDY TECHNIQUES: A SYNOPSIS

Effective Study Techniques (E.S.T.) is a live-interactive telecourse which runs for *one hour per week for thirteen weeks.* The first series aired in the Fall on 1985, the second, a virtual repeat of the first, aired from January to April of this year.

The format of the telecourse is fairly simple and follows a regular pattern. All episodes contain an introduction, including a summary of the contents of the last episode, a statement of objectives, a phone-in segment and a wrap-up. Many episodes contain interviews and quizzes. There is a serious attempt to vary the presentation as much as possible using graphics and character generator materials. In doing this we have been

somewhat frustrated by the lack of sufficient funds. The course contents, however, have not been affected by the lack of funds.

The first episode of E.S.T. consists basically of an invitation to register for the course. It contains interviews with two students who had taken the course as a workshop earlier in the year, and with Rob (Duff Reilly), a student (actor) in need of special attention in the area of motivation and study skills. The substantive part of the program incorporates a summary of the whole telecourse and the phone-in segment.

The second episode asks the student to assess his current studying practices and evaluate his motives with regard to his educational plans. Interviews with a psychological counsellor, Fiona Old, and Dr. Joe Parsons from the University of Victoria Learning Centre are featured.

The third episode is about hearing and listening. The roles of the ear and the brain in hearing are outlined with the aid of a model of the ear. The importance of attention in listening is highlighted.

The fourth episode deals with the process of reading. The functions of the eye in vision are explored and techniques to improve reading speed and efficiency are introduced. The distinction between comprehension and memory is reinforced.

The fifth episode explores the immense power of the brain. Students and viewers are encouraged to develop a positive attitude towards their intelligence and abilities. The process of visualization is introduced with special emphasis on its importance for remembering.

The sixth episode is about...oh yeah, I remember now... memory! Some simple memory enhancing devices are included and an emphasis on review and rehearsal is stressed. Simple tests are used to demonstrate the power of the directed mind for remembering.

The seventh episode focusses on the importance of key words and terms in studying. The distinction between key *creative* words and key *recall* words is highlighted.

The eighth and ninth episodes introduce powerful note making techniques and highlight *mind mapping*, a new approach to recording and organizing information developed by Tony Buzan. Samples of mind maps can be found appended.

The tenth and eleventh episodes are about the Buzan Organic Study Method, a very powerful and integrated method for studying which is based on time management, planning and textbook reading.

The twelfth episode deals with the frightening topic of exams and essays. It covers exam anxiety and shows how to beat this widespread problem. Lois Harries of the Open Learning Institute is interviewed about exam anxiety and Allan Markin of North Island College discusses the essentials of good essay writing.

The thirteenth episode is a review and wrap-up. Again, students are encouraged to take charge of their studying activities and to persevere.

Throughout the telecourse a positive attitude towards individual intellectual ability is fostered. The need for *action* as the only means of defeating old inefficient study habits and replacing them with new, consciously derived study habits is constantly reinforced.

DOING IT!

There are basically five phases in the creation of a live-interactive telecourse, assuming that all of the administrative and budgetary hurdles have been cleared. These five phases are: 1) research and conceptualization, 2) formatting, 3) preparing scripts, 4) live studio presentation and 5) evaluation.

The first step is the research/conceptualization phase. This phase was fairly straightforward for E.S.T. because it was understood that Tony Buzan's book *Use Your Head* would be the textbook for the telecourse and would provide the basis for the television production. Nevertheless, I conducted extensive research in the relevant literature with the aim of "fleshing out" Buzan's material and adding material on time management and motivation. I am heavily indebted to the works of Frederick Perls, especially as embodied in his book *Ego, Hunger and Aggression*, and to Wayne Dyer's excellent series of books, *Your Erroneous Zones*, *Pulling Your Own Strings* and *The Sky's the Limit*, for the positive emphasis on the potential of all people to live to their full capacities, an emphasis I have built into every episode of the course.

It is during the first phase that the number and content of the graphics that will be used must be determined. Obviously, a graphic artist must be recruited who has some knowledge of the specific requirements of television. In addition, character generator materials must be arranged for some segments. For instance, for those episodes containing a quiz, questions and answers must be determined beforehand so as to be "loaded" in the character generator in the studio control room before broadcast time.

It is also during the first phase that initiatives must be taken to recruit specialists willing to participate in the live telecasts. Their contributions enrich the quality of the broadcasts and add variety. For E.S.T., I was fortunate to be able to recruit a number of people willing to help. Joe Parsons, from the University of Victoria Learning Centre, came into the studio to talk about how to assess a student's current studying skills and use of time; Fiona Old, a counsellor in private practice in White Rock, discussed goal setting; Lois Harries, of the Open Learning Institute, talked about exam anxiety; and Allan Markin, of North Island College, addressed the topic of essay writing. I was also fortunate in being able to recruit two former students who were willing to come on the program to discuss the virtues of the course. I wrote earlier of Duff Reilly, an actor/student who worked with me in preparing the "Rob Talk" segments of the program. His contribution is much appreciated and adds humor to the series. Once all of the basic elements are in place the next step is to format the episodes.

FORMATS

In a sense, the formats are the hardest element of the program to establish. They determine the "look" of the episode and include details of time and video source.

Every episode of E.S.T. must be exactly 58 minutes and 30 seconds in length. This time frame presents some interesting pedagogical challenges. The medium circumscribes the content. However, having instructed for several years in a traditional classroom setting where it is sometimes easy to lapse into distraction and time-wasting activities, the rigors of live television are welcome. There is little room for fast and loose delivery on live television.

Two elements that are constant throughout the series are the "Intro" and "Extro". They each consume 30 seconds, which leaves 57 minutes and 30 seconds for content. As you can see from the sample format in appendix, this time is taken up with a variety of activities.

For live-interactive television the fewer elements left to chance the better and the earlier each element can be fixed and defined within the format the better. Times must be precise and adhered to as much as possible. There is some flexibility within the live format, but sticking to the times established in the format produces the best results, by and large.

Each segment of each episode has a predetermined running time and segment time. That is, it has a specific "time address"

within each episode and a predetermined length. Some segments, those labelled "VTR" on the appended format, have been pretaped. Their running times are fixed. Those segments labelled "studio" are more flexible in terms of time, but that flexibility evaporates the closer we come to the end of the episode.

The elements that combine to make up a specific segment (see segment 2 of the appended format) must also be predetermined. As producer, I have a responsibility to inform the director of the various graphics and character generator materials that will be required. Finally, the format segments must specify the content, but only in summary form.

The format, then, is the skeleton upon which hangs each episode. It specifies running times, segment times, source (either VTR, Studio, Graphics or Character Generator) and content. The flesh of each episode is the script.

SCRIPT

Each of the thirteen episodes of E.S.T. requires a script. Some scripts are more extensive than others depending on the content of the episode and the amount of time allocated to the phone-in segment. Scripts are organized so that the director can ascertain both video and audio content separately (see the sample script page in appendix).

For E.S.T., I actually prepare two scripts for each episode: one for the director and crew and one for myself. The script prepared for the director and crew is in the regular linear form which is specified by the Knowledge Network, while my scripts are written in mind map form. Both are appended for comparison. The director's script is separated into two columns: the left column specifies video content and the right column contains a detailed outline of the audio content. I do not read scripts word for word. My scripts are in mind map form, just as my notes are for this presentation. I use key words to trigger the appropriate response. The result is a more personal, less officious delivery. Once the scripts are ready, we can go to the studio either for a taping session or for live presentation.

IN THE STUDIO

In some instances, segments are pretaped. This applies specifically to the "Rob Talks," the student interviews and some of the more complicated segments containing scores of graphics. Generally, however, the programs are done live.

Live-interactive television is both challenging and rewarding. The challenges are numerous, the rewards immediate. When we began broadcasting in September, 1985, I was essentially inexperienced in front of the camera. At that time, the greatest challenge was just sticking to the script, keeping my focus on

the camera instead of on all the activity that goes on in a studio during a live television production and following the directions of the floor director.

E.S.T. is produced in the Knowledge Network studio in the Instructional Resource Centre on the U.B.C. campus. The crew is composed of 3 camera operators and a floor director in the studio and a director, switcher and technical director in the control room. Crews also man the VTR equipment and master control.

Whether the production is live or taped, the procedures are the same. I am not very familiar with the technical aspects of production except where they affect me directly. They affect me directly when I have to get "made-up" then sit in front of the cameras so that the crew can set color and adjust the studio lighting. Fortunately, this procedure does often allow me to do a quick last minute check of my script.

The checks usually begin one hour before air time and sometimes continue until seconds before air. I normally use this time to get my mind set on the topic of the day's episode and to review my script. Once all systems are go (and sometimes they aren't quite) I get the countdown from the floor director and we go on air, adrenelin pumping at full capacity.

TABLE 1. : EFFECTIVE STUDY TECHNIQUES REGISTRANTS
BY AGE AND SEX

GENDER	AGE				
	< 25	26-39	40-64	> 65	TOTALS
MALE	18	61	47	25	151 26%
FEMALE	18	95	122	48	283 48.8%
UNREPORTED	2	7	6	131	146 25.2%
TOTALS	38 6.5%	163 28.1%	175 30.2%	204 35.2%	580 100%

TABLE 2. : AGE BREAKDOWN WITHIN GENDER GROUPS FOR E.S.T. REGISTRANTS.

GENDER	AGE				
	< 25	26-39	40-64	> 65	TOTALS
MALE	11.9%	40.4%	31.1%	16.6%	100%
FEMALE	6.4%	33.6%	43.0%	17.0%	100%
UNREPORTED	1.4%	4.8%	4.1%	89.7%	100%
TOTALS					

TABLE 3. : GENDER BREAKDOWNS WITHIN AGE GROUPS FOR E.S.T. REGISTRANTS.

GENDER	AGE				
	< 25	26-39	40-64	> 65	TOTALS
MALE	47.4%	37.4%	26.9%	12.3%	
FEMALE	47.4%	58.3%	69.7%	23.3%	
UNREPORTED	5.3%	4.3%	3.4%	64.2%	
TOTALS	100%	100%	100%	100%	

TABLE 4. : GEOGRAPHICAL DISTRIBUTION OF E.S.T. REGISTRANTS.

LOCATION	NUMBER	PERCENTAGE
GULF ISLANDS	1	0.2
SOUTH ISLAND	52	9.0
CENTRAL ISLAND	24	4.1
NORTH ISLAND	52	9.0
NORTH	23	4.0
CENTRAL	43	7.4
CARIBOO	30	5.2
OKANAGAN	45	7.8
KOOTENAYS	40	6.9
LOWER MAINLAND	192	33.1
FRASER VALLEY	26	4.5
SUNSHINE COAST	16	2.8
ALBERTA	8	1.4
SASKATCHEWAN	1	0.2
N.W.T.	1	0.2
NO INFORMATION	26	4.5
TOTAL	580	100.3*

* Does not add up to exactly 100% due to rounding off.

Generally, the hour goes well with relatively few hitches. The unpredictability of the phone-in segment, however, often gives cause for concern. Because we are on live, with no delays whatsoever, whatever the caller's say gets on the air. This can prove embarassing at times. Furthermore, there is very little rehearsal time sometimes resulting in crossed signals and goof-ups. These, however, are just part of the joy of doing live television.

EVALUATION

At the completion of each episode, the director and I evaluate the episode and decide on changes that might be in order for subsequent episodes. Generally, this takes from 15 minutes to one-half hour and focusses mainly on details of delivery and in-studio communications.

EFFECTIVE STUDY TECHNIQUES REGISTRANTS

The accompanying tables provide a general view of the gender and age breakdowns of E.S.T. registrants for the period of September, 1985 to April, 1986, and their locations. These data are not particularly valid or reliable because they are the result of analysis using incomplete information. Nevertheless, they do give a hint of the nature of E.S.T. registrants in general. These data were drawn from the central computer bank at

North Island College. No statistical manipulation was undertaken of the data beyond compilation.

Table 1 shows that 580 people registered for E.S.T. in the time mentioned above, both at the Comox Valley Centre of North Island College, throughout the province and as far east as Saskatchewan. The largest number of registrants is over 65 years of age (35.2%) which may seem strange given the nature of the course. The considerable interest shown by seniors in E.S.T. may be the result of the fact that the course is free to seniors, but I prefer to think that the positive attitude towards learning expressed in the course towards all age groups is responsible for the high enrollments among this group. A fundamental premise of the course is that the ability to learn need not decline significantly with age.

Table 1 also shows that women outnumber men two to one among E.S.T. registrants and if the unreported category is disregarded, they outnumber the men by three to one. One interesting point to note on table 2 is that, in the unreported category, 89.7% of the registrants over 65 years of age didn't bother to fill in the section asking for their gender. I haven't had the temerity to give any significance to that fact yet; I prefer to leave it open to speculation at this point. Table 2 also demonstrates that the largest number of women taking the course are between forty and

sixty-five years old. This may be a function of when the program has aired in the afternoon when more men than women are out of the home.

Table 3 reinforces this analysis. Of the registrants between the ages of 40 and 64, women are significantly preponderant (69.7% to 26.9%). In the other categories, the differences are also significant, but much less so.

Table 4 gives a very general breakdown of where E.S.T. registrants are located. The greatest concentration is in the Lower Mainland area, but people seem to register from wherever the KNOW signal is received.

Aside from the data extracted from the computer at North Island College, two other sources can be used to help define the E.S.T. registrants: 219 study skills assessment forms sent by students to Joe Parsons at the University of Victoria for computer analysis and 41 evaluation forms returned at the end of the January-April, 1986 term.

The study skills assessment forms indicate that the E.S.T. population is approximately 10 years older than a body of registrants enrolled in a study skills program at the University of Victoria, although the ratio of men to women is virtually

identical. Preliminary analysis shows that the E.S.T. registrants are not very different at all from university students in the levels of study skills that they bring with them to the studying situation.

The evaluations (41 returned out of a January registration of 352 students to date) indicate a great deal of satisfaction with the course in general. A sample evaluation form and the results of a cursory analysis can be found in apppendix. Evaluation forms continue to arrive at the College. A more formal analysis of their contents may be undertaken later in the year.

From discussions I have had with many registrants over the telephone, both during the phone-in segment of the program and in my office, many are returning to study after a relatively long period of absence. Many of the women are re-entering the labor force after a period of intensive child-rearing.

Twenty-two high schools in the province are currently video taping the telecourse and using the material in the classroom. Some of the Colleges in the province have responded to the requests of their students to make the tapes available to them in the audio-visual library. Interest in the course cannot be judged solely on the basis of official registrations.

In the fall of 1986 we expect an enrollment of around 700 for E.S.T. These figures are gratifying, but large numbers of enrollments generate problems also. The personal touch I find so important is inevitably lost.

RECOMMENDATIONS

The live-interactive format lends itself very well to the delivery of a wide range of courses. North Island College has demonstrated its viability with both university level courses and study skills. These applications do not at all exhaust its potential, however. I would strongly suggest that any instructor interested in offering a course via live-interactive television seriously investigate the possibilities. The most serious limiting factors are budgets and time.

Budgets must include monies for the preparation of written course materials, graphics, sets, studio time, salaries, travel and the purchase of any segments produced externally. The set for E.S.T. is relatively sparse, but it is also relatively inexpensive. All three North Island College sets cost less than $1200. Graphics cost in the $600 range. I produced written materials at the College, on College time, so their costs were covered by my salary. Travel costs can be expensive depending on distance from the studio and the number of segments produced

outside the studio. The Knowledge Network charges approximately $700 per day for production outside of the studio.

Time is a critical factor in the preparation of a telecourse. Formats must be prepared well ahead of air dates although scripts can wait. I managed to stay approximately 3 weeks ahead of air dates with scripts. That's cutting it pretty close. Ideally, all scripts would be prepared before the first air date, subject to revision, of course.

My strongest recommendation to anyone contemplating live television is the maintenance and cultivation of a sense of humor. Mistakes and goof-ups are the inevitable result of being on live television. The only approach that works is a shrug and a resolve to do better. It's worked for me so far.

APPENDICES

KNOWLEDGE NETWORK

FORMAT

AIR DATE: _____

PROGRAM: _____ TIME: _____

RUNNING TIME	SEGMENT TIME	SOURCE	CONTENT

FORMAT - EFFECTIVE STUDY TECHNIQUES PROGRAM #1

TITLE: ORIENTATION AIR DATE:86.09.01 TIME:1600HRS

	RUNNING TIME	SEGMENT TIME	SOURCE	CONTENT
1.	14:00:00	00:30	VTR	INTRO.
2.	14:00:30	13:30	STUDIO CGEN GRAPHICS	ROGER INTRODUCES SERIES AND INVITES PEOPLE TO REGISTER. INTROS MCPHERSON INTERVIEW
3.	14:14:00	05:07	VTR	MacPHERSON INTERVIEW
4.	14:19:07	13:00	STUDIO	INTERACTIVE #1
5.	14:32:07	03:34	VTR	JOY JOHNSTON INTERVIEW
6.	14:35:41	02:00	STUDIO	ROGER RECAPS INTERVIEW AND INTROS ROB TALK.
7.	14:37:41	02:35	VTR	ROB TALK
8.	14:40:16	13:44	STUDIO	INTERACTIVE #2
9.	14:54:00	04:00	STUDIO CGEN	REVIEW AND PREVIEW.
10.	14:58:00	00:30	VTR	EXTRO.

BEST COPY AVAILABLE

KNOWLEDGE NETWORK

SCRIPT

PROGRAM: _____

AIR DATE: _____

LENGTH: _____

CART NO: _____

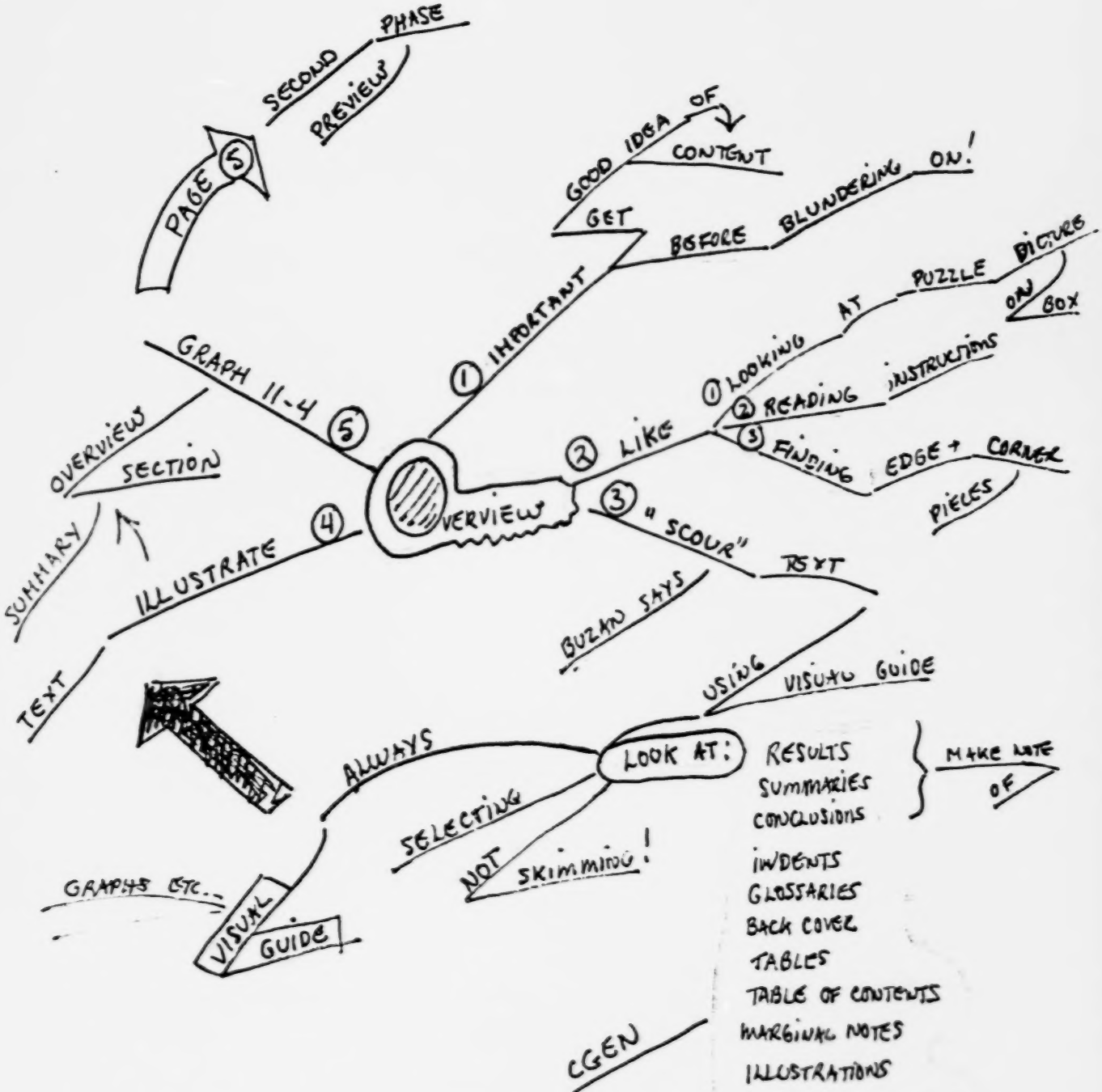
GFX/SL NO: _____

VIDEO	AUDIO

SCRIPT - EFFECTIVE STUDY TECHNIQUES PROGRAM 11

SEGMENT: 2 (PAGE 3) LENGTH: 32:00 AIR DATE:86.03.20

VIDEO	AUDIO	
	OVERVIEW: IMPORTANT TO GET A GOOD IDEA OF WHAT IS IN A TEXT BEFORE BLUNDERING ON. LIKE LOOKING AT THE PUZZLE PICTURE BEFORE STARTING, LIKE READING THE INSTRUCTIONS AND FINDING THE CORNER AND EDGE PIECES.. TEXT MUST BE SCOURED FOR INFO. USING VISUAL GUIDE.....THE IMPORTANT THINGS TO LOOK FOR ARE:	
CGEN 11-2-4	RESULTS	SUMMARIES
	CONCLUSIONS	INDENTS
	GLOSSARIES	BACK COVER
	TABLES	TABLE OF CONTENTS
	MARGINAL NOTES	ILLUSTRATIONS
	CAPITALIZED WORDS	PHOTOS
	SUBHEADINGS	DATES
	ITALICS	GRAPHS
	FOOTNOTES	STATISTICS
ROGER ON CAM ILLUSTRATES WITH TEXT GRAPHIC 11-2-4 (OVERVIEW SECTION ONLY)	SELECTING, NOT SKIMMING!!! ALWAYS USE VISUAL GUIDE.. FOR A SUMMARY OF OVERVIEW.	
ROGER ON CAM	PREVIEW: LIKE ORGANIZING THE COLOR AREAS OF A JIGSAW PUZZLE. CONCENTRATE ON BEGINNINGS AND ENDS OF PARAGRAPHS, SECTIONS, CHAPTERS, WHOLE TEXTS...	


SECOND PHASE PREVIEW
PAGE 5
GOOD IDEA OF CONTENT
GET BEFORE BLUNDERING ON!
GRAPH II-4 5
1 IMPORTANT
OVERVIEW SECTION
SUMMARY
ILLUSTRATE 4
TEXT
OVERVIEW
2 LIKE
1 LOOKING AT PUZZLE PICTURE ON BOX
2 READING INSTRUCTIONS
3 FINDING EDGE + CORNER PIECES
3 "SCOUR" TEXT
BUZAN SAYS
USING VISUAL GUIDE
ALWAYS
LOOK AT:
RESULTS
SUMMARIES
CONCLUSIONS
MAKE LOTS OF
SELECTING
NOT SKIMMING!
GRAPHS ETC..
VISUAL GUIDE
CGEN
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GLOSSARIES
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ITALICS
GRAPHS
FOOTNOTES
STATISTICS.

NORTH ISLAND COLLEGE

STS 095 COURSE EVALUATION

SPRING 1986

1. Part 1 - Personal Information - Number of Evaluation Forms = 41

1. AGE

Under 25	= 5
26 - 30	= 6
31 - 35	= 10
36 - 40	= 3
41 - 45	= 6
46 - 50	= 2
51 - 55	= 1
55 - 64	= 2
65 +	= 6

2. SEX

Male = 18
Female = 23

3. Your Location

Courtenay	Frazer Valley	Ashcroft
Nanaimo	Rosedale	Lillooet 2
Victoria	Vernon 3	Waglisla 2
Vancouver 6	West Bank	Sechelt
Richmond	Kelowna	Williams Lake
Maple Ridge	Penticton 2	Nelson
Burnaby 2	Creston	Summerland
North Vancouver 2	Fernie	Camrose Alberta
Surrey	Prince George 4	

4. What level did you reach at school.

Grade 10 or less	= 3
Grade 10 - 12	= 28
Some University	= 7
University Graduate	3

5. Are you taking the course for credit or audit.

Credit = 27
Audit = 14

6. How did you find out about the course.

From friend 3
local college 2
From KNOW 32
From O.L.I. 0
Other 4 (Usually TV Guides)

PART 2 - The Course

1. The part of the course I found the most useful.

Mind Mapping = 22
Brain Patterns = 3
Time Management = 5
Keywords/Concepts = 2
Textbook = 2
How to Study = 2
Memory = 1
Listening/Memory = 2
Mnemanics = 1
Learning Curve & Application = 1
Organic Study = 1
Reading Skills = 1
Notetaking = 2
Videos = 1

2. The part of the course I found the least useful.

Found nothing not useful = 18
Phone-ins = 3
Reading Techniques = 1
Exams, Reports, Essays = 4
Ear and Eye work = 3
Reading Techniques, Speed reading = 3
Mind Maps, Time Management = 2
Brain Exploration = 1
"Role" and Graphs = 2
Interactive Sections = 1
Not enough time to practice = 1
Listening - nature of hearing = 1
Key words, concepts = 1
Number Rhyme Memmory System = 1

3. The workload for this course was very heavy.

N/A = 1
Strongly agree = 1
Agree = 2
Disagree = 29
Strongly disagree = 8

4. The quizzes were useful for getting my mind set.

N/A = 1
Strongly agree = 8
Agree = 27
Disagree = 4
Strongly Disagree = 1

5. The study materials were aimed:

-Above my reading level = 1
-Just right = 39
-below my reading level = 1

6. Which study skill/s learned from this course are you now using most often.

-effective reading technique = 11
-visualization =15
-brain patterning =29
-memory techniques =18
-organic study matter =16
-none = 1

7. This course has given me the confidence I need to tackle my learning task.

N/A = 3
Strongly Agree = 14
Agree = 21
Disagree = 3
Strongly Disagree = 0

8. Would you recommend this course to a friend or colleague.

Definitely = 36
Probably = 5
Not sure = 0
Probably not 0
Definitely not 0

PART 3 - The Instructor

1. The instructor presented the material clearly:

N/A = 1
Strongly Agree = 20
Agree = 19
Disagree = 1
Strongly Disagree = 0

2. The instructor was very helpful when contacted:

N/A = 13
Strongly Agree = 14
Agree = 14
Disagree = 0
Strongly Disagree = 0

PART 4 - The Course Materials:

1. Rank each of the course components

KNOW Programmes:	Very Useful	38	Quite Helpful	3	Not Much Good	0
UYH videotapes:	Very Useful	3	Quite Helpful	2	Not Much Good	1
Textbook:	Very Useful	27	Quite Helpful	11	Not Much Good	2
Student Manual:	Very Useful	22	Quite Helpful	17	Not Much Good	0
Instructor:	Very Useful	24	Quite Helpful	15	Not Much Good	0

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